



Functional Independence

English Language Arts

Official Released Items

Grade 3

Fall 2005
Official Released Items

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The Functional Independence English Language Arts Assessments for grades 3 through 8 were administered for the first time in fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will release a portion of the items that were administered in each grade each year. This booklet contains released items from the fall 2005 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items from the fall 2005 assessment booklets. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - English Language Arts

Assessment Component	Number of Core Items	Number of Released Items
Part 1 Accessing Print: Word Recognition	20	4
Part 2 Accessing Print: Text Comprehension	3 passages/ 7 items each	1 passage/ 7 items
Part 3 Expressing Ideas	1 prompt	1 prompt

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PART 1

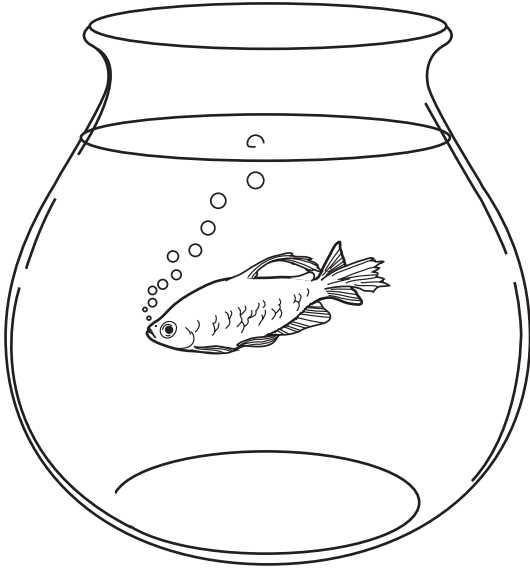
ACCESSING PRINT: WORD RECOGNITION

DIRECTIONS: Look at the picture. Then, choose the word that **BEST** tells about the picture.



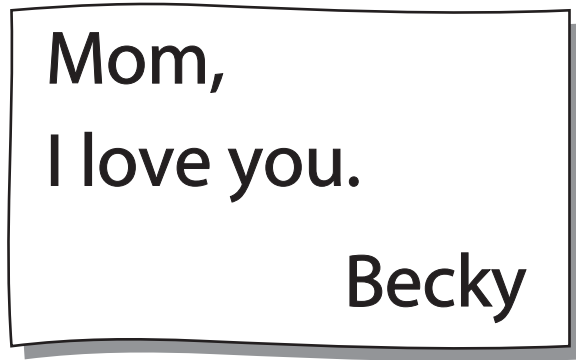
R1 This is a _____.

- A** coat
- B** circus
- C** clown



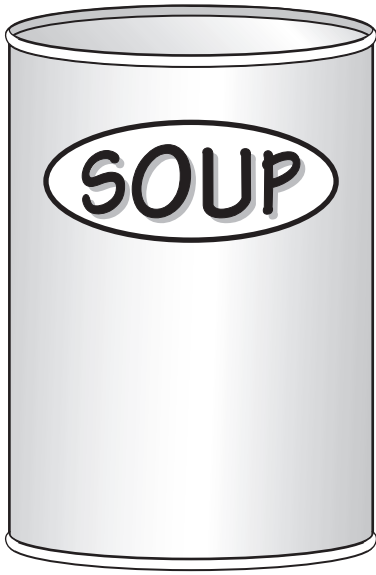
R2 This is a _____.

- A** fish
- B** turtle
- C** lamb



R3 This is a _____.

- A** school
- B** bike
- C** note

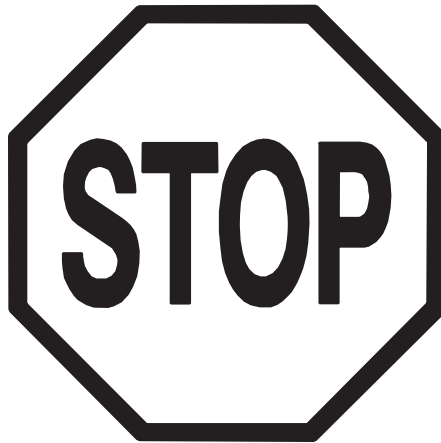


R4 This is a _____.

- A** can
- B** car
- C** basket



Do Not Continue.



Do not continue until instructed to do so.

PART 2

ACCESSING PRINT: TEXT COMPREHENSION

DIRECTIONS: Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

Released Passage

Shopping List

This year, Bill is in Miss King's class at school. A few weeks ago, Miss King said, "Class, I have some sad news. I'm moving away. I will not be at school next year."

Bill was very sad. He would miss seeing Miss King.

Bill's friend Kim was sad, too. She said that Miss King was the best teacher on earth.

Bill and Kim talked to the other kids. They decided to give Miss King a going-away party. The party would be at school. Each student would bring something to eat or drink.

Bill said that he would bring brownies. Kim said that she would bring lemonade.

A few days before the party, Bill and his mother looked in a cookbook. They read about how to make brownies.

"We need to buy a few things," Mom said.

"I'll make a shopping list, Mom," Bill said.

"That's great!" said Mom.

Bill and his mom talked about what to buy. Bill wrote it all down. This is Bill's list.

Things to Buy

chocolate

butter

eggs

sugar

flour

baking powder

nuts

Bill and his mother went shopping at the supermarket. They looked for what they needed for the brownies.

Getting ready for the party made Bill happy. He was sure that Miss King would have fun at the going-away party.

R5 Which of these happened **first** in this passage?

- A** Miss King told the class that she was moving.
- B** The class decided to have a party for Miss King.
- C** Bill and his mother went on a shopping trip.

R6 The class is giving Miss King a

- A** birthday party.
- B** going-away party.
- C** welcome-home party.

R7 Where will the party be?

- A** at school
- B** in a park
- C** at Bill's house

R8 Why was Bill happy about the party?

- A** He would meet his new teacher.
- B** He liked to drink lemonade.
- C** He knew that Miss King would have fun.

R9 Bill probably made this list to

- A** show it to his teacher, Miss King.
- B** teach his mother how to do it.
- C** make the shopping trip easier.

R10 This list is mostly about

- A** what all the students will bring to the party.
- B** what Bill needs to make brownies.
- C** what Bill and Kim will give Miss King.

R11 What does supermarket mean in this passage?

- A** a list of foods
- B** a kind of food
- C** a place to buy food



Do Not Continue.



Do not continue until instructed to do so.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

R12 Released Prompt: Tell about your favorite teacher. Include three details about this teacher.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?



Do Not Continue.

Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little or no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.

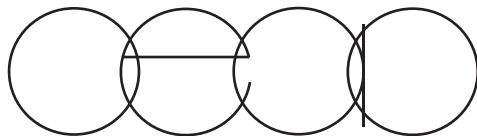
Because the assessment was administered during the *fall* of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 3 assessment will measure Grade 2 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Answer Key
		ACCESSING PRINT	
		PART 1 - WORD RECOGNITION	
R1	R.WS.02.EG05	Recognize frequently encountered words	C
R2	R.WS.02.EG05	Recognize frequently encountered words	A
R3	R.WS.02.EG05	Recognize frequently encountered words	C
R4	R.WS.02.EG05	Recognize frequently encountered words	A
		PART 2 - TEXT COMPREHENSION	
		Functional Passage	
R5	R.NT.02.EG03	Identify story elements	A
R6	R.CM.02.EG03	Identify main ideas and details	B
R7	R.CM.02.EG03	Identify main ideas and details	A
R8	R.NT.02.EG03	Identify story elements	C
R9	R.CM.02.EG02	Make inferences, predictions, and conclusions	C
R10	R.CM.02.EG03	Identify main ideas and details	B
R11	R.WS.02.EG08	Use context clues	C
		EXPRESSING IDEAS	Score Points Possible
R12	W.GN.02.EG01	Write/draw personal narrative	4



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Office of Educational Assessment & Accountability

Michigan Department of Education
Office of Educational Assessment and Accountability
Assessment for Students with Disabilities Program
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(517) 241-4416
www.mi.gov/mi-access